

MANAGEMENT OF SHORT VIDEO CREATION AND OPERATION COURSES IN IMPROVING THE EMPLOYMENT RATE OF VOCATIONAL COLLEGE STUDENTS IN GUANGXI IN THE NEW ERA^{*}

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Abstract

This study aimed to 1) investigate the current implementation of short video creation and operation courses in vocational colleges in Guangxi, 2) examine the effects of these courses on students' employment-related skills and attitudes, 3) identify the key factors influencing the employment promotion effect of the courses, and 4) propose optimization strategies to improve students' employment rate. The sample consisted of 360 students, 85 teachers, and 68 employers selected through stratified, purposive, and snowball sampling methods, respectively, and 249 students from three vocational colleges participated in the experimental study. The research instruments included questionnaires, semi-structured interview protocols, skill assessment scales, and

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job-hunting performance evaluation tools, with reliability coefficients ranging from 0.80 to 0.86. Data were collected through surveys, interviews, and experimental procedures, and analyzed using descriptive statistics, t-test, analysis of variance, regression analysis, and thematic analysis with SPSS 26.0 and NVivo 12.

The findings revealed that 1) the current courses showed several limitations, including an unbalanced theory–practice ratio, outdated content, and reliance on lecture-based teaching methods; 2) students’ mastery of core skills was at a moderate-to-low level, and there was a discrepancy between career interest and career planning; 3) course–industry alignment ($\beta = 0.38$), proportion of practical class hours ($\beta = 0.25$), students’ digital literacy ($\beta = 0.21$), and the depth of school–enterprise cooperation ($\beta = 0.16$) significantly influenced the employment promotion effect, explaining 52.6% of the variance; and 4) the experimental group implementing the “three-dimensional integration” curriculum model demonstrated significantly higher levels of skill development, employment attitudes, and job-hunting performance than the control group. These findings indicate that optimizing curriculum design, enhancing practical learning, innovating teaching models, and strengthening institutional support can effectively improve students’ employment outcomes.

Keywords: Vocational Colleges in Guangxi, Short Video Creation and Operation Courses, Employment Rate

Introduction

With the rapid development of digital technology, short video has become an important part of the new media era, restructuring the information dissemination pattern and affecting the employment methods of the younger generation (China Internet Network Information Center, 2024). By the end of 2024, the number of domestic short video users had exceeded 1 billion, with young

college students as the main user group and potential creators. Against this background, short video creation and operation skills have become important employment competitiveness, and vocational colleges have taken such courses as an important measure to improve students' employment rate.

Guangxi, with its rich ethnic cultural resources and unique geographical advantages, faces challenges in talent cultivation and employment guidance in vocational education. Traditional curriculum content is disconnected from emerging industries, and students lack clear career planning and effective skill development paths (Li Jun, 2025). In recent years, the Guangxi government has increased investment in vocational education, allocating 1.878 billion yuan in 2024 to support the high-quality development of vocational education, including 242 million yuan to increase the per-student quota of higher vocational colleges and 50 million yuan to support the construction of demonstration characteristic majors and training bases (Guangxi Zhuang Autonomous Region Department of Finance, 2024). With policy support and financial guarantee, vocational colleges in Guangxi have launched short video creation and operation courses, but there are still problems such as curriculum content not keeping up with industry changes, insufficient practical teaching, and shallow school-enterprise cooperation, resulting in insignificant effect on improving students' employment rate (Xie Hongmei & Lin Yuanyuan, 2025).

Educational change theory holds that the essence of information technology in education is to innovate and promote educational change (Erdia, 2018). Short video courses, as a product of the integration of information technology and vocational education, should adapt to the needs of industrial development and realize the transformation of talent cultivation mode. Human capital theory points out that education and training can form human capital and improve individual employment competitiveness and income level (Becker, 1964). Short video courses, as a form of vocational skill training, can help students accumulate human capital in the digital field and enhance their employment

adaptability. However, the current research on short video courses in vocational colleges mainly focuses on curriculum design and teaching reform, and there is a lack of systematic research on the factors affecting the employment promotion effect of courses and their interaction mechanism.

This study takes vocational colleges in Guangxi as the research object, explores the impact of short video creation and operation courses on students' employment rate, identifies key influencing factors, and proposes optimization strategies. The research results can provide theoretical support and practical reference for the reform of short video-related courses in vocational colleges, help improve the quality of talent cultivation, and promote the high-quality development of vocational education in Guangxi.

Objectives

1. To investigate the application status of short video creation and operation courses in Guangxi vocational colleges.
2. To explore the impact of these courses on students' employment-related skills and attitudes.
3. To identify the main factors affecting the employment promotion effect of the courses.
4. To propose optimization strategies for the courses to improve students' employment rate.

Literature Review

Government Policies and Vocational Education Development

At the national level, the "Double First-Class" construction strategy and the Ten-Year Development Plan for Education Informatization emphasize the integration of higher education and industrial needs, providing policy guidance for the establishment of short video-related courses in universities (Ministry of

Education of the People's Republic of China, n.d.). At the local level, the Guangxi government has introduced a series of supportive policies for short video education, including financial subsidies for curriculum development and incentives for students' entrepreneurial projects, and has increased investment in vocational education to provide financial guarantee for the construction of short video courses (Jiao Zeng, 2021). These policies have laid a solid foundation for the development of short video courses, but there is still a gap between policy implementation and actual teaching effect.

Short Video Industry and Talent Demand

With the sustained economic growth, the short video industry has developed rapidly, forming a mature industrial ecosystem covering content creation, platform operation, marketing promotion and technical services (Cheng, Y. C., & Tam, W. M., 2014). The industry's demand for talents shows a "diversified and composite" trend, requiring professionals to master core skills such as content creativity, platform operation, data analysis and marketing strategy (Xie Hongmei & Lin Yuanyuan, 2025). In Guangxi, the short video industry is closely combined with local characteristic industries such as ethnic cultural tourism and characteristic agriculture, and there is an urgent demand for talents who understand both local culture and short video skills (Li Jun, 2025). However, vocational colleges in Guangxi have not yet formed a talent cultivation model adapting to local industrial needs, resulting in a mismatch between talent supply and market demand.

Research on Short Video Courses in Vocational Colleges

Domestic research shows that short video courses in vocational colleges have problems such as outdated curriculum content, insufficient practical teaching and weak teacher strength (Chen Bing, 2021). Relevant studies have proposed optimization strategies such as modular curriculum design, project-driven teaching and deep school-enterprise cooperation (Tian Cuifen, 2025). For example, Yuan Man (2024) proposed a "short video + N" network education

model, integrating short video courses with ideological and political education, cultural inheritance and other fields; Li Jun (2025) emphasized that short video courses should be combined with local agricultural development to carry out agricultural assistance short video creation. International research focuses on the integration of industry and education, digital skill training and international cooperation in short video education. UNESCO (2022) emphasizes the core position of industry-education integration in vocational education, suggesting that colleges and enterprises cooperate to build practical courses; OECD (2021) points out that vocational education curricula should integrate emerging technologies such as artificial intelligence and big data to adapt to the digital transformation of the industry.

Existing research provides a foundation for this study, but there are still deficiencies: first, there is a lack of targeted research on short video courses in vocational colleges in Guangxi, and the regional characteristics and industrial needs are not fully considered; second, the research on the factors affecting the employment promotion effect of courses is not systematic enough, and the interaction mechanism between various factors is not clear; third, the research method is relatively single, and there is a lack of empirical verification through experimental research. This study fills these gaps by adopting a mixed research method, combining quantitative, qualitative and experimental research to conduct in-depth exploration.

Methodology

Research Design

This study adopts a mixed research method combining quantitative research, qualitative research and experimental research, and implements it in three stages:

First stage (Investigation stage): Conduct questionnaire surveys and semi-structured interviews to understand the current application status of short video courses, students' learning experience and employment situation, and identify existing problems.

Second stage (Experimental stage): Adopt a pre-test-post-test control group design to verify the effectiveness of the new curriculum model. The experimental group adopts the "three-dimensional integration" curriculum model (modular skill training + school-enterprise project integration + professional quality embedding), and the control group adopts the existing curriculum model.

Third stage (Analysis stage): Integrate the data of the first two stages, analyze the influencing factors of the employment promotion effect of the courses, and propose optimization strategies.

Population and Sample

Population: All vocational colleges in Guangxi that offer short video creation and operation courses, including students, teachers, educational administrators and employers in short video-related industries.

Sample selection: Students: Stratified random sampling is adopted, including 348 students from 10 vocational colleges (825 intern students, 1891 graduates within two years and 151 non-working students). Teachers: Purposive sampling is adopted, selecting 25 teachers with more than 3 years of teaching experience in short video-related courses. Employers: Snowball sampling is adopted, selecting 50 employers from short video platforms, MCN institutions, e-commerce enterprises and other related fields. Experimental subjects: 249 students from 3 vocational colleges (Guangxi Vocational College of Business, Guangxi Polytechnic of Mechanical and Electrical Engineering, Nanning College for Vocational Technology) are selected, including 126 in the experimental group and 123 in the control group. There is no significant difference in basic information (age, gender, admission score) and pre-test skill level between the two groups ($p > 0.05$).

Research Tools

Questionnaire: Including student questionnaire, teacher questionnaire and employer questionnaire. The student questionnaire covers curriculum experience, skill mastery, employment attitude and other dimensions; the teacher questionnaire includes curriculum design, teaching resources, teaching difficulties and other content; the employer questionnaire focuses on talent demand standards and evaluation of graduates' ability. The Cronbach's α coefficients of the three questionnaires are 0.85, 0.82 and 0.80 respectively, which are higher than the acceptable level of 0.7.

Interview outline: Semi-structured interview outlines are designed for students, teachers and employers, including open-ended questions such as "What problems do you think exist in current short video courses?" and "What suggestions do you have for improving the employment promotion effect of courses?".

Skill evaluation scale: The "Core Skill Rating Scale" (Cronbach's $\alpha=0.86$) is used to evaluate students' content creation, platform operation and marketing strategy abilities; the "Occupational Attitude Questionnaire" (Cronbach's $\alpha=0.83$) is used to measure students' career interest, career planning clarity and employment confidence.

Job-hunting performance evaluation tool: Resume production scoring standard (100-point scale) and simulated interview evaluation scale (100-point scale) are designed, with inter-rater reliability ICC=0.91 and 0.88 respectively.

Data Collection

Quantitative data collection: Questionnaires are distributed through online platforms and offline channels, with 360 valid student questionnaires, 85 valid teacher questionnaires and 68 valid employer questionnaires recovered.

Qualitative data collection: Conduct semi-structured interviews with 20 students, 15 teachers and 10 employers, each interview lasting 30-60 minutes.

The interviews are recorded and transcribed verbatim, and 500,000 words of interview texts are obtained.

Experimental data collection: Conduct pre-test (March 2025) and post-test (July 2025) on the experimental group and the control group, collect data such as skill scores, attitude scores, resume scores and interview scores, and record teaching logs and project reports during the experiment.

Data Analysis

Quantitative data analysis: Use SPSS 26.0 software for descriptive statistics, correlation analysis, regression analysis, t-test and analysis of covariance (ANCOVA) to explore the relationship between variables and the effectiveness of experimental intervention.

Qualitative data analysis: Use NVivo 12 software for thematic analysis, including coding, categorizing and thematic extraction of interview texts, to explore the deep-seated views and experiences of participants.

Data triangulation: Compare and verify the results of quantitative research, qualitative research and experimental research to ensure the validity and reliability of the research results.

Results

Current Application Status of Short Video Courses

Curriculum Design and Implementation

Unbalanced theory-practice ratio: 56% of students think that the theoretical content of the courses is excessive, and only 32% approve of the current ratio of theory to practice. The skill scores of students who consider the courses "theory-oriented" ($M=2.89$) are significantly lower than those who approve of the "balanced proportion" ($M=3.52$) ($t=-7.23$, $p<0.001$).

Outdated content: Only 32% of students state that the courses can keep up with new industry trends such as "short video + live broadcast" e-commerce.

60% of teachers mention that the textbook update cycle is long and the syllabus adjustment is cumbersome.

Single teaching methods: 48% of the courses rely on teacher lectures, while project-based teaching accounts for only 15%. The employment rate of students in courses using project-based teaching is 23.6% higher than that in traditional courses ($\chi^2=12.36$, $p<0.001$).

Teaching Resources

Lack of localized textbooks: 38% of students consider the textbooks outdated, lacking cases related to Guangxi's ethnic culture and characteristic agricultural product promotion. 52% of teachers report that the existing textbooks cannot meet teaching needs.

Aging practical equipment: 45% of students report insufficient performance of shooting equipment and editing software. 70% of teachers mention that the funds for equipment updates are limited, affecting the quality of practical teaching.

School-Enterprise Cooperation

Insufficient cooperation depth: 60% of employers state that they do not participate in curriculum design, and 58% of students believe that there are few school-enterprise projects.

Low matching degree of internships: 70% of teachers mentioned that internship positions are disconnected from curriculum content. The graduate retention rate of colleges with school-enterprise cooperation ≥ 3 times a year (41.2%) is significantly higher than that of colleges with shallow cooperation (18.7%) ($\chi^2=11.59$, $p<0.001$).

Impact of Courses on Students' Employment Skills and Attitudes

Employment-Related Skills

Moderate to low skill mastery: Based on a 5-point Likert scale, the scores of students' core skills are as follows: content creation ($M=3.2$, $SD=0.82$), platform operation ($M=3.0$, $SD=0.79$), marketing strategy ($M=2.9$, $SD=0.85$).

Differences among majors: Media majors have slightly higher scores in content creation ($M=3.4$) and video editing ($M=3.3$) than e-commerce majors ($M=3.1$, 3.0) and cultural tourism majors ($M=3.0$, 2.9), but the differences are not significant ($p>0.05$).

Predictive effect of skills: Multiple regression analysis shows that the three skills can jointly predict employment competitiveness ($R^2=0.47$, $F=58.32$, $p<0.001$), among which content creation has the highest predictive weight ($\beta=0.32$).

Employment Attitudes

Disconnection between interest and planning: 72% of students are interested in short video careers, but only 45% have formulated career plans. The employment rate of students with clear plans (68.3%) is 2.3 times that of those without plans (29.7%).

Insufficient employment confidence: 55% of students believe that their skills are "helpful but need improvement". The clarity of career planning is strongly correlated with employment success rate ($r=0.58$, $p<0.001$).

Experimental Results of the New Curriculum Model

Comparison of Employment Skills

The experimental group is significantly better than the control group in all skill dimensions ($p<0.001$), especially in the "industrial product practice" characteristic module ($M=3.79$ vs 2.58) (Table 1).

Table 1 Comparison of Employment Skill Scores Between the Two Groups (M±SD)

Skill Dimension	Experimental Group (n=42)	Control Group (n=40)	t-value	p-value	Effect Size d
Content Creation	3.82±0.65	3.11±0.72	4.892	<0.001	1.02 (Large)
Platform Operation	3.75±0.61	3.03±0.68	5.013	<0.001	1.05 (Large)
Marketing Strategy	3.68±0.59	2.95±0.70	4.935	<0.001	1.03 (Large)
Video Editing	3.91±0.55	3.22±0.63	5.328	<0.001	1.12 (Large)
Industrial Product Practice	3.79±0.62	2.58±0.75	7.841	<0.001	1.65 (Large)

Comparison of Employment Attitudes

The experimental group has significant advantages in career interest, career planning clarity, employment confidence and industry identity ($p<0.001$) (Table 2).

Table 2 Comparison of Employment Attitude Scores Between the Two Groups (M±SD)

Attitude Dimension	Experimental Group (n=42)	Control Group (n=40)	t-value	p-value	Effect Size d
Career Interest	4.15±0.58	3.52±0.65	4.628	<0.001	0.97 (Large)
Clarity of Career Planning	4.02±0.63	2.85±0.71	7.936	<0.001	1.67 (Large)

Attitude Dimension	Experimental Group (n=42)	Control Group (n=40)	t-value	p-value	Effect Size d
Employment Confidence	3.98±0.59	3.01±0.68	6.752	<0.001	1.41 (Large)
Industry Identity	4.21±0.55	3.48±0.62	5.437	<0.001	1.14 (Large)

Comparison of Job-Hunting Performance

The experimental group is significantly better than the control group in resume production score (+26.5%), simulated interview score (+25.9%), number of resumes submitted (+55.1%) and number of interview opportunities (+103.2%) (Table 3).

Table 3 Comparison of Job-Hunting Performance Between the Two Groups

Job-Hunting Indicator	Experimental Group (n=42)	Control Group (n=40)	Difference Rate
Resume Production Score	82.5±7.3	65.2±8.1	+26.5%
Simulated Interview Score	80.3±6.8	63.8±7.5	+25.9%
Number of Resumes Submitted (copies)	15.2±3.1	9.8±2.5	+55.1%
Number of Interview Opportunities (times)	6.3±1.8	3.1±1.2	+103.2%
School-Enterprise Project Participation Rate	100%	35%	+185.7%

Influencing Factors of the Employment Promotion Effect of Courses

Multiple linear regression analysis shows that course-industry matching degree ($\beta=0.38$, $p<0.001$), proportion of practical class hours ($\beta=0.25$, $p<0.01$), students' digital literacy ($\beta=0.21$, $p<0.01$) and depth of school-enterprise cooperation ($\beta=0.16$, $p<0.05$) are the key factors affecting the employment promotion effect of courses, with a total explanatory rate of 52.6% (adjusted $R^2=0.51$).

The interaction analysis shows that course matching degree indirectly affects employment by influencing skill mastery (mediating effect accounting for 35%), and school-enterprise cooperation can strengthen the positive effect of practical class hours (interaction term $\beta=0.12$, $p<0.05$).

Discussion

Current Curriculum Status and Employment Needs Adaptability

The current short video courses in vocational colleges in Guangxi have obvious structural contradictions with employment needs. From the perspective of curriculum design, the unbalanced theory-practice ratio and outdated content make it difficult for students to master practical skills meeting industry needs; from the perspective of teaching resources, the lack of localized textbooks and aging equipment restrict the quality of practical teaching; from the perspective of school-enterprise cooperation, shallow cooperation and low matching degree of internships make it difficult to connect classroom learning with workplace practice. These problems lead to insufficient accumulation of students' human capital in the short video field, which is inconsistent with the human capital theory's view that education should improve labor productivity through skill investment (Becker, 1964).

The experimental results show that the new curriculum model integrating modular skill training, school-enterprise project integration and professional

quality embedding can effectively improve the adaptability between courses and employment needs. By adding cutting-edge modules such as "short video + live broadcast e-commerce" and "AI-assisted creation" and integrating local cases such as Guangxi ethnic culture and characteristic agricultural product promotion, the course content is more in line with industry needs and regional characteristics. Increasing the proportion of practical courses to more than 40% and carrying out project-based teaching with real enterprise projects as carriers help students transform theoretical knowledge into practical skills.

Collaborative Training Mechanism of Skills and Attitudes

This study finds that skill mastery and employment attitude form a positive cycle of "skill improvement - confidence enhancement - clear planning - employment success". Students' insufficient skill mastery leads to lack of employment confidence, which in turn affects their career planning, forming a vicious cycle. This is consistent with Levesque-Bristol's (2017) research conclusion that occupational attitudes have a moderating effect on skill learning.

The new curriculum model breaks this vicious cycle through collaborative training of skills and attitudes. On the one hand, hierarchical skill training is carried out according to the predictive weight of skills, prioritizing the improvement of content creation ability, and systematically training platform operation and marketing strategy abilities; on the other hand, a full-process career guidance system is built to help students establish clear career plans and enhance employment confidence. The experimental results show that the experimental group has a significant improvement in both skill level and employment attitude, confirming the effectiveness of the collaborative training mechanism.

Interaction Mechanism of Influencing Factors

The influencing factors of the employment promotion effect of courses form a dynamic adjustment mechanism according to the ecosystem theory. Course-industry matching degree is the core factor, which determines whether the increase of practical class hours can be effectively transformed into skill

improvement; students' digital literacy is the foundation, which affects their learning effect and adaptability to industry changes; school-enterprise cooperation is the bridge, which provides real project scenarios for students to connect curriculum learning with workplace practice.

The interaction between factors shows that the effect of a single factor is limited, and multi-factor synergy is needed to maximize the employment promotion effect. For example, if the course content is disconnected from the industry, simply increasing the proportion of practical class hours may lead to "invalid practice"; only when the course content is in line with industry needs and supported by school-enterprise cooperation can the practical teaching play the maximum role. This explains why some colleges have not achieved obvious results in improving students' employment rate after increasing practical class hours.

Innovation and Applicability of the New Curriculum Model

The innovation of the "three-dimensional integration" new curriculum model is reflected in three aspects: first, "characteristic integration", combining the professional advantages of vocational colleges with short video skills to develop characteristic modules adapting to local industrial needs; second, "collaborative education", realizing the seamless connection of "teaching - practice - employment" through deep school-enterprise cooperation; third, "quality embedding", integrating career planning and communication skills into courses to solve the problem of disconnection between students' employment interest and planning.

The applicability of the model has dual characteristics of universality and regionality. The modular design and project-driven teaching have universal reference value, while the integration of Guangxi ethnic culture and characteristic industry elements reflects regional characteristics. Expert verification shows that the model scores highly in goal matching degree ($M=4.70$) and characteristic

integration degree ($M=4.82$), and 80% of experts recognize its characteristic positioning of "industry + short video". However, when promoting the model, it is necessary to make adaptive adjustments according to the professional characteristics of different colleges to avoid "one-size-fits-all" reform.

Recommendation

The results of this study revealed that the implementation of short video creation and operation courses in vocational colleges in Guangxi has both strengths and limitations. Overall, the current curriculum system still faces significant challenges in curriculum design, teaching resources, and school–enterprise cooperation, which constrain the improvement of students' employment outcomes. Specifically, issues such as an unbalanced theory–practice ratio, outdated course content, limited teaching methods, insufficient localized learning materials, inadequate practical equipment, and weak collaboration between institutions and enterprises were identified as major obstacles. In addition, although the courses positively contribute to students' employment-related skills and attitudes, the overall effectiveness remains moderate, as students' skill mastery is at a medium-to-low level and there is a gap between career interest and career planning. Furthermore, the findings indicated that course–industry alignment, proportion of practical class hours, students' digital literacy, and the depth of school–enterprise cooperation significantly influence the employment promotion effect, with course–industry alignment being the most critical factor. Importantly, the implementation of the "three-dimensional integration" curriculum model was found to significantly enhance students' skills, attitudes, and job-hunting performance, demonstrating its effectiveness as an innovative approach for improving vocational education outcomes.

Recommendations for Practical Application

1. Educational institutions should utilize the findings of this study as a foundation for systematically improving curriculum design by aligning course content with industry demands, regularly updating curricula, and increasing the proportion of practical learning to at least 40% in order to enhance students' employability.

2. Teaching practices should be reformed by reducing reliance on traditional lecture-based instruction and promoting project-based and case-based learning approaches, particularly through collaboration with real industry projects to strengthen students' practical competencies.

3. Vocational colleges should establish sustainable and in-depth school-enterprise cooperation mechanisms, encouraging active participation of enterprises in curriculum design, teaching implementation, and evaluation processes, as well as ensuring the alignment between internship opportunities and course objectives.

4. Institutions should strengthen supporting systems by increasing investment in teaching resources, upgrading practical equipment, developing localized instructional materials, enhancing teacher professional development, and implementing diversified evaluation systems to improve learning outcomes.

Recommendations for Future Research

1. Future studies should expand the research scope to include vocational colleges in diverse geographical areas in Guangxi, particularly remote regions, in order to enhance the generalizability of the findings.

2. Longitudinal research should be conducted over a period of 3–5 years to examine the long-term effectiveness and sustainability of the “three-dimensional integration” curriculum model.

3. Further research should explore the interaction mechanisms among influencing factors in greater depth, including additional variables such as students' personal backgrounds and learning behaviors.

4 . Future studies should investigate the integration of emerging technologies, particularly artificial intelligence, into short video education, in order to develop an “AI + short video” instructional model that enhances the effectiveness and innovation of vocational education.

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